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ABSTRACT

Dual language programs are bilingual education immersion models designed to address the needs of limited-English-proficient students and native English speakers by proving an additive language approach. In this program, English and Spanish are used for the purpose of developing bilingual and biliteracy skills. The project was structured after the 90/10 model, which provides 90 percent of instruction in Spanish and 10 percent in English instruction in kindergarten and first grade. Instruction in English is increased by 10 percent with each grade until a balance of 50/50 is reached in fifth grade. This paper provides information about this Title VII-funded program as implemented in two inner-city elementary schools. The teachers and instructional assistants foster high academic achievement by teaching content areas using both English and Spanish, and literacy skills are acquired in both languages. The structure of the class is such that English and Spanish-dominant students are placed together so that students learn from each other as well as the teacher. The results have been positive: after 2 years of dual instruction, students are performing better than expected in both language acquisition and academics. Nine references and six appendices (covering a description of Title VII, sample lessons from classroom observations, an assessment calendar, a training summary, a professional development survey, and a classroom observation checklist) are included. (KFT)

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ED 446 450

# From a Foreign Language Perspective: A Snapshot View of a Dual Language Program in Two Inner-city High Poverty Elementary Schools

*by Sherry Coy and Lucrecia Litherland, Ph.D.*

## *Abstract*

Dual language programs are bilingual education immersion models designed to address the needs of limited English proficient students and native English speakers by providing an additive language approach. In this program, English and Spanish are used for the purpose of developing bilingual and biliteracy skills in students. This project was structured after the 90/10 model, which provides for 90% Spanish and 10% English instruction in kindergarten and first grade. Instruction in English is increased by 10% with each grade until a balance of 50/50 is reached in the fifth grade. This paper provides information about the program as implemented in two inner-city elementary schools.

## *Background Information*

In an attempt by the Curriculum and Instruction Department of the OCPS to comply with Oklahoma law (H.B. 1017), which requires the teaching of foreign languages and cultures in elementary schools, while at the same time meeting the linguistic needs of limited English proficient (LEP) students, the idea emerged to implement a dual language program. In August 1997, a Title VII Bilingual Education Grant was awarded to the district for the purpose of providing an enrichment program in Spanish foreign language instruction for native English speakers, and a sound English development and academic curriculum for LEP students. The "*Empowering School Communities, Yes!*" Title VII project serves two high poverty schools, Shidler and Wheeler Elementary Schools.

## *Description of the Program*

Dual language programs are additive bilingual education models in which native English-speakers and, in this case, native Spanish-speakers, and bilingual students are placed together in the same classroom where English and Spanish are used as the vehicle for instruction. The program is voluntary and requires a five-year commitment and the active involvement of parents in the educational process. The goals of the dual language program implemented at Shidler and Wheeler Elementary Schools since the Fall '97 are for students to attain high levels of proficiency in their first and second languages, to perform academically above grade level in both languages, and to develop high levels of self-esteem and positive cross-cultural attitudes. This program is a Title VII project (see Appendix A for description) in which the teachers and instructional assistants foster high academic achievement by teaching content areas using both English and Spanish, and literacy skills are acquired in both languages. The structure of the class is such that English and Spanish dominant students are placed together so that students learn from each other as well as from their teachers. Sheltered instruction, cooperative and collaborative activities, in conjunction with hands-on learning techniques, are used to

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increase understanding of school subjects, all of which are also effective teaching strategies for instructing children from poverty (Payne, 1998). The student population of the two schools consists of slightly over 50% Hispanics, and the poverty rate is 99%, both factors contributing to the need for a strong language and academic development program.

The instructional design chosen for these two elementary schools is the 90/10 model similar to the River Glen bilingual immersion program in San José, California. This model provides for 90% of Spanish instruction and ten percent English language development in K-1 grades. Art, music, physical education, character education, and various special activity classes are conducted in English. In second grade, 80% of core subjects are taught in Spanish, and 20% in English. In third grade, the ratio will vary to 70/30, in fourth grade to 60/40, and in fifth grade to 50/50. This model of instruction was chosen based on the synthesis of research by James Crawford, who concluded that dual language programs achieved the most promising results in both language and academic gains for all students compared to bilingual education programs (Crawford, 1997).

***Underlying Principles of Dual Language Programs***
***(Adapted from Cloud, Genesee, Hamalayan, 2000)***

1. Additive bilingualism: The students learn to speak, read, and write in a second language without risk of losing their native language. A second language is added for both limited English proficient and English-speaking students.
2. Use of the languages in separate areas: Languages are kept separate by being the vehicle of instruction in different domains. There is not code switching (using a language different from the instructional language) by the teacher in class.
3. A variety of instructional approaches: Subject content is taught through various approaches, such as sheltered instruction, hands-on tasks, cooperative learning techniques, teacher modeling language, and providing many opportunities for meaningful student output as well as drawing information from research on multiple intelligences, comprehensible input, etc.
4. Alternative and ongoing assessment: There is a repertoire of assessment techniques and methods that insure the students are mastering academics in both languages. It includes portfolios, journals, teacher-made tests, standardized testing, classroom observations, and others. .
5. Parent involvement and commitment: Parents are involved from the very beginning. Parents agree to participate in regular parent group meetings and in school activities; parents must cooperate with the school insuring that the students attend school on a regular basis, and commit to at least five years in the program. Parents are regularly informed of their children's language and academic progress in the program.

### *Curriculum Components*

The curriculum is to parallel, as much as possible, the academic core curriculum in the regular program. Content is taught through thematic units based on the E. D. Hirch's *Core Knowledge* curriculum, and is introduced through literature. The curriculum is also based on the district's *Benchmarks for Progress,* a comprehensive document which includes the Oklahoma *Priority Academic Student Skills* (PASS), and the national standards of all the core subjects. The use of technology is another important component of the curriculum. Each classroom is equipped with three student computer stations where students work on a variety of software such as Josten's Spanish Language Arts and English Language Development, Kid Pix, Millie's Math, Science House, and others. Internet access and viewing by the whole class is also available. For sample of lessons observed in first grade Spanish language arts and second grade Science in English, please refer to Appendix B.

### *Review of the Literature*

Dual language instruction has been touted as an enrichment bilingual education approach that is associated with significantly higher student achievement than the mainstream programs (Thomas and Collier, 1997). This model of enriched education is designed to serve non-English speaking children as well as native English speakers. It is an additive bilingual education strategy that embraces another culture and language for the purpose of developing bicultural attitudes and bilingualism in all students. With the increase of minority cultures and languages in the United States, it seems sensible and wise to use those resources to expand our students' knowledge of languages. Richard Riley, U.S. Secretary of Education, said, "It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive--and should be treated as such. Perhaps we should begin to call learning a second language what it truly is--bi-literacy" Riley, 2000, p. 4).

According to Griego-Jones (1994), the willingness to learn a second language is influenced by attitudes about languages and relationships with speakers of both languages. Oftentimes, minority language students feel ashamed of their heritage language, and must learn to deal with feelings about their minority status in the United States before they can use English productively (Ramirez, 1985). One way to promote better understanding and more productive relationships among the diverse cultural groups is to provide natural experiences through the classroom setting (Cummins, 1988). Cummins stated that children must experience natural interaction with native speakers of other languages to promote cross-cultural understanding and to encourage second language learning. Research from the National Clearinghouse for Bilingual Education in Washington, DC, shows that second languages are best acquired naturally and through sheltered content instruction in academic subjects (Crawford, 1997).

Perhaps the most important study addressing dual language programs was reported by Thomas and Collier (Thomas and Collier, 1997). Their research examined bilingual education programs across the United States and linked student achievement to

instructional methodology in efforts to identify those factors which most strongly affected academic success. Through this study they identified "three predictors of academic success" (p. 15). The first predictor for academic success of language minority students were challenging academic instruction through the students' first language through at least grade five, and challenging instruction in English for a portion of the school day. The second predictor was the instructional strategies used while teaching through two languages such as cooperative learning techniques, thematic units, and discovery learning. The third predictor was the creating of an additive bilingual setting in which the language learner experiences a supportive context for learning in two languages. Thomas and Collier also stated, "In addition, English-speaking parents who choose to enroll their children in two-way (dual) bilingual classes have discovered that their children also benefit strongly from academic work through two languages" (p. 15).

Well implemented dual language programs for English language learners can overcome the effects of poverty on student achievement (Thomas and Collier, 1997). In a study of 42,000 language minority students in five districts in Illinois, all students in dual language programs outperformed native English speakers after sixth grade (Pawinski, 1998). In this same report, the author stated, "In education there seems to be a correlation: The poorer the school, the lower the test scores. But dual language seems to work for English- and Spanish-speaking students regardless of their socioeconomic status" (p. 2). Many native English speakers in poverty also suffer language delay, and according to Lewis (1996), "the core of the problems of those on or nearly on welfare is the inadequacy of the schools' efforts to teach what they should first and foremost--language" (p. 187). According to Payne, poor children are more likely than those children who do not suffer from poverty to be developmentally delayed (Payne, 1998). The author also stated that children from poverty score lower than children from more affluent families on standardized assessments, and are more likely to drop out of school. For these reasons, the strategies used in dual language programs are essential to students who suffer language delay, are second language learners, and live in poverty.

### *Data Collection*

The dual language program is a Title VII Project, which must meet the accountability requirements to disaggregate data over time to show academic growth. Database formats were created to collect student information and an articulated system with multiple indicators of student performance. Specifically, they were created to build a balance assessment strategy to help inform program improvement and to help make judgements about the effectiveness of the instructional program.

The database format includes structures for:

1. Disaggregating data
2. Identifying factors that lead to student academic success
3. Identifying appropriate investments in professional development
4. Recording information on student progress in language acquisition, reading and writing, academic tests, etc.
5. Developing reports on student performance
6. Assisting schools and teachers to plan for program improvement

7. Dissemination of accurate information
8. Highlighting strengths and weaknesses

In addition, there are five categories that are the basis for the data collection of the dual language program.

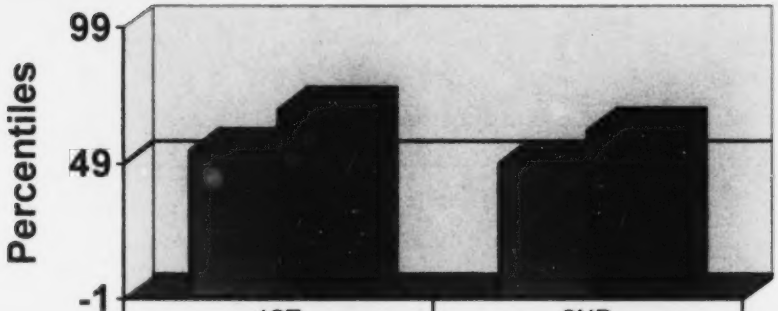
1. Student/school/parent demographics and characteristics, including needs assessments
2. Staff characteristics
3. Instructional services
4. Medium of instruction
5. Standards-based accountability/assessment

For Title VII reporting purposes, an appropriate data collection system serves to measure the effect of the program on student performance. Data collection can also be a powerful tool for inquiry and change for schools by helping lead to the creation of responsive, accountable schools.

### *Student Language and Academic Assessment*

Students in dual language programs generally perform below average on academic tests until the fourth or fifth year in the program due to the fact that they are learning academic content and a second language at the same time. However, research has shown that by fifth grade, these students generally perform better on standardized tests than monolingual students (Thomas and Collier, 1997). The students at Shidler and Wheeler Elementary Schools have received dual language instruction for two years and their scores were expected to be lower than the students in the monolingual classes on the norm-referenced tests. Dual language students are administered several tests throughout the school year for the purpose of collecting multiple ongoing assessments. (See Appendix C for assessment calendar). In the Fall and Spring, these students take one battery of language proficiency tests, the *Language Assessment Scales (LAS)* in English and Spanish, and another one of academic achievement, the *Supera*, the Spanish equivalent of the TerraNova norm-referenced test. In addition to norm-referenced tests, both dual and English language development teachers are expected to make use of journals, portfolios, district assessments, observation, and other instruments to measure progress. Furthermore, yearly documentation using the *Spanish and English Reading and Writing Rubrics* is recorded for students in the dual language program.

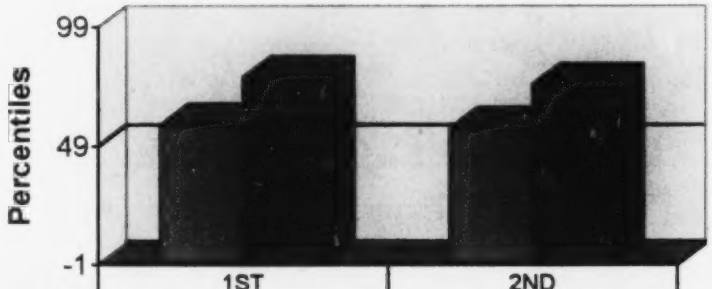
**Figure 1**
**Dual Language Program Participants**
**LAS (ENGLISH) Pre and Post Test Scores**
**By Grade**




| | 1ST | 2ND |
|---|---|---|
| PRE TEST | 53.6 | 49.1 |
| POST TEST | 68.7 | 61.2 |

Pre English and Spanish LAS test were given in September 1999 and Post-test were administered in April 2000. Pre/Post LAS test scores were recorded to determine level of learning from Fall 1999 through Spring 2000. Figure 1 indicates there was a clear increase in the English language for both Spanish and English speakers, although first graders received only10% English language instruction, and second graders received 20% English instruction. Figures 1 and 2 provide the first and second grade average test scores, not proficiency level, for the LAS (English and Spanish). Average scores continue to indicate an increase in both Spanish and English proficiency at both grade levels.

**Figure 2**
**Dual Language Program Participants**
**LAS (SPANISH) Pre And Post Test Scores**
**By Grade**



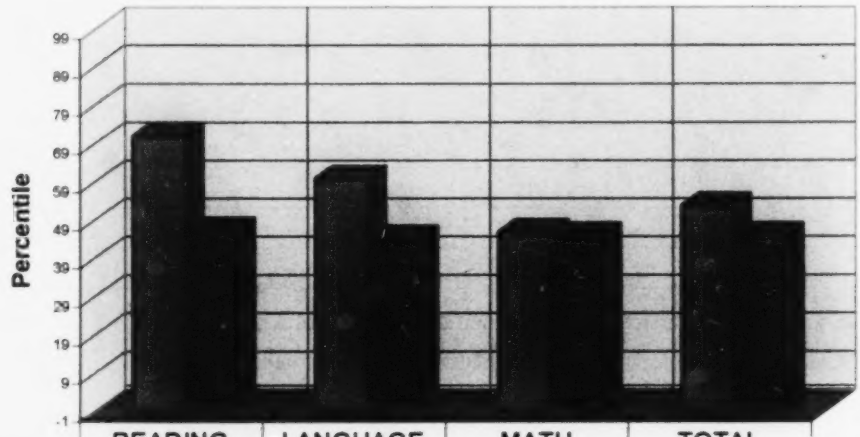

| | 1ST | 2ND |
|---|---|---|
| PRE TEST | 57.7 | 56.2 |
| POST TEST | 77.7 | 74.7 |

For a measure of academic performance, first and second grade students in the dual language program were tested using the Spanish version of the Terra Nova Basic

Battery (CTB McGraw-Hill), and students in the equivalent monolingual classes received the Terra Nova Basic Battery (CTB McGraw Hill) in English. All were administered a pre and post-test in the areas of reading, language, and math. The following figures 3 and 4 provide information regarding Median National Percentiles of Wheeler first and second grades in areas of reading, language, math and an overall composite scores. Overall, first grade students in the dual language program performed better than students in the monolingual classes. In the areas of reading and language they achieved significantly higher and above the national average, which is unusual at this grade level.

While the second grade test results indicate a change from the first grade comparison in the areas of reading and language, they are performing at the expected level. It should be noted, however, in the area of math, second grade dual language students are excelling at a greater rate than the monolingual students. It is noteworthy that the monolingual students are scoring 65% or better in all areas. Two years ago (1997), Wheeler was on the state "low performing" list due to low test scores. Since that time, all teachers, including those of monolingual classes, have received the same ESL and second language acquisition training offered to dual language teachers due to the high numbers LEP students.

**Figure 3**
**Wheeler 1st Grade**
**Median National Percentiles**




| | READING | LANGUAGE | MATH | TOTAL |
|---|---|---|---|---|
| Supera | 71 | 60 | 46 | 53 |
| Terra Nova | 46.5 | 44.3 | 45 | 45 |

**Figure 4**
**Wheeler 2nd Grade**
**Median National Percentile**

| | READING | LANGUAGE | MATH | TOTAL |
|---|---|---|---|---|
| Supera | 44 | 38 | 76 | 50.6 |
| Terra Nova | 68 | 65 | 68 | 71.3 |

The following figures provide information regarding Median National Percentiles of Shidler first and second grades in areas of reading, language, math and an overall composite scores. Figure 5 indicates that first grade dual language students performed better in reading and language than students in monolingual classes, but performed poorly in math. These results have prompted project workers to provide summer tutoring for Shidler first grade dual language students and to explore the variables that may have contributed to these scores.

Figure 6 indicates that Shilder's second grade dual language students' math scores far exceed the monolingual classes. The reading and overall composite scores also indicate that the students in dual language are performing slightly better than the monolingual classes.

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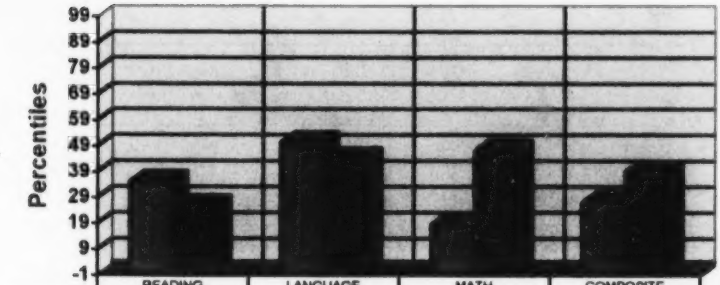
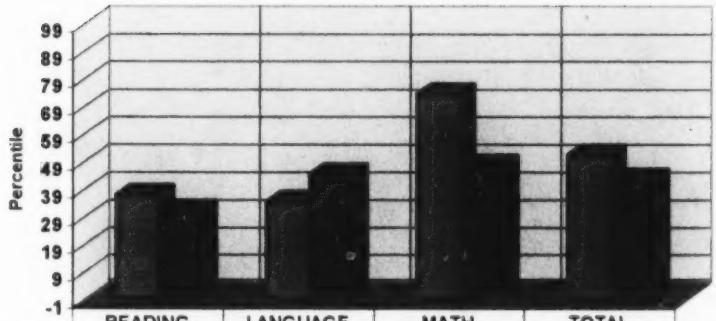
**Figure 5**
**Shilder 1st Grade**
**Median National Percentiles**




| | READING | LANGUAGE | MATH | COMPOSITE |
|---|---|---|---|---|
| Supera | 36 | 50.3 | 18.5 | 27 |
| Terra Nova | 25.7 | 44 | 47 | 39 |

**Figure 6**
**Shilder 2nd Grade**
**Median National Percentile**




| | READING | LANGUAGE | MATH | TOTAL |
|---|---|---|---|---|
| Supera | 37.5 | 35 | 74 | 52 |
| Terra Nova | 31.7 | 45 | 48 | 43 |

***Instructional Staff***

Although every effort is made to find elementary certified bilingual teachers, six of eleven dual language teachers in the district are K-12 Spanish teachers who do not hold an elementary teaching certificate. However, all dual language and English language development teachers receive intensive training in second language acquisition, ESL teaching strategies, teaching content through languages, early childhood, using alternative assessments, dual language and English language development, learning centers, etc., throughout the school year and in the summers (see appendix D for summary of training). In addition, all staff members receive training in ESL and second language teaching strategies and are encouraged to gain knowledge through college work in multicultural studies and ESL. Teachers maintain up-to-date inventory of all



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curriculum material and other resources utilized, as well as any other type of evidence of professional growth, such as conferences attended/presentations, writing grants, etc. To measure the transfer of knowledge gained through professional development to classroom use, a survey of school staff was conducted (see Appendix E for survey and results of Wheeler survey). A new classroom observation instrument will be used by the principal and project evaluators in the future to help determine the effect of professional development on instruction and student learning (see Appendix F for instrument).

### *Conclusion*

The impetus for the creation of the dual language program in the Oklahoma City Public School District focused on three ideas: (1) the recognition that more successful approaches to addressing the academic needs of LEP students were needed, (2) the personal belief of the Director of the Curriculum and Instruction Department that every child should have the opportunity to become bilingual, and (3) that the language and cultural resources already in existence at the two sites would be used, and not the magnet school approach. After two years of dual language instruction students are performing better than expected in both language acquisition and academically. Locally, the dual language program is expanding within the district and schools have begun to develop a liaison with Shidler and Wheeler. In August 2000, Rockwood Elementary will begin a dual language program in kindergarten and first grade. This expansion is significant in that it is two years ahead of schedule. The program will continue to meet the current objectives with the addition of becoming a more research-based project. Dual language staff, schools, and administrators will work with the external evaluator, develop a statistically data driven research-based project. History has shown that, with community support, the dual language program can be an effective educational strategy for teaching students a second language.

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## Appendixes

A. Title VII Description

B. Sample of Lessons from Classroom Observations

C. Assessment Calendar

D. Training Summary

E. Professional Development Survey

F. Classroom Observation Checklist

Appendix A

**Empowering School Communities, Yes!**
**Title VII Bilingual Education Grant Overview**
Award No. T290U70357

***Empowering School Communities, Yes!*** is a project designed to address more effectively the needs of LEP students and native English speakers by implementing a model dual language program in Shidler and Wheeler Elementary Schools, which can be replicated in other elementary schools in the district.

| | |
|---|---|
| **Length of Grant:** | Five (5) years |
| **Amount of Grant:** | $1.45 million |
| **Grant Personnel:** | *Project Director:* Sherry Coy, Assistant Director of Curriculum and Instruction, Oklahoma City Public Schools<br>*Project Coordinator:* Patrick Marc-Charles<br>*Project Secretary:* Jan Lollar<br>*Project Consultants:* Dr. April Haulman, Bilingual and Multicultural Education, University of Central Oklahoma; Dr. Stacy Southerland, Modern Languages Department, University of Central Oklahoma |
| **Project Partner:** | University of Central Oklahoma |
| **Project Goals:** | Participating students will (1) develop high levels of proficiency in their first language, (2) achieve high levels of proficiency in their second language, (3) perform academically at or above grade level in both languages, and (4) develop high levels of self-esteem and positive cross-cultural attitudes. |
| **Project Curriculum:** | Benchmarks to Progress, district curriculum, which contain the Priority Academic Student Skills (PASS), state curriculum, and core subject National Standards.<br>Core Knowledge Curriculum, E.D. Hirsch |
| **Project Activities:** | Ongoing professional development activities<br>College courses in ESL and Spanish certification<br>Adult education program<br>Parent/community involvement activities and training program |
| **Teaching Strategies:** | Sheltered instruction, cooperative learning, technology as instructional tool, TPR, role-playing, language experience approach, language taught through content, and other dual language teaching strategies. |
| **Technology:** | A teaching computer with television monitor in every classroom, three student computers with Internet access, teleconferencing and distance learning capacities. |
| **Assessment:** | Language Assessment Scale-Oral, Reading and Writing in English and Spanish (CTB McGraw-Hill)<br>TerraNova and Supera norm-referenced tests (CTB McGraw-Hill)<br>State CRT tests<br>Mobility rates<br>Parent surveys<br>Student interviews<br>Student sociogram<br>Classroom observation instrument |

APPENDIX B

**First Grade – Spanish Language Arts**
**Teacher: Mr. Noe Godoy**
**School: Wheeler**
**February 2000**

The first lesson observed in Mr. Godoy's class was entitled: **Isla (Island)**. The children sat on a carpet in rows and read in unison the lines to the story. They worked on vocabulary (approx. ten different words), and the teacher asked questions on the story. The purpose of the lesson was to emphasize the Vowel+Consonant syllable, as in the title "isla", and in other words from the story, such as "*estaba, estuve, espero, escalera.*" At one point, one of the students (English native speaker) asked in Spanish about volcanoes, and the teacher responded to him, also in Spanish without ever using any English at all.

The second lesson was entitled ***Bosque (Woods)***, and it was in the form of a dialogue. Here, the children read individually, and the teacher would take care of corrections by repeating after the students with proper intonation and pronunciation. The purpose of this lesson was still the V+C syllable pattern, as in the title *"Bosque,"* and in the line: *"¿Qué te gusta, Gustavo?"* (What do you like, Gustavo?). Afterwards, the teacher wrapped up the lesson with an oral review of the possible combinations (each of the five vowels+C) as were displayed in several posters around the room.

**Second Grade – Science (English)**
**Teacher: Mrs. Lili Michel**
**School: Wheeler**
**February 2000**

The dual language teacher is expected to teach science in **English,** which means that at no time should Spanish be used for instruction. ***"The magic hour"*** begins and ends with the science lesson. On this particular day, Mrs. Michel introduced the *"Life Cycle of Insects."* With all the students sitting as a large group on the carper, Mrs. Michel introduced the theme with a large number of visuals, drawing from students' background knowledge as much as possible. As the students would recognize the insect, she would have them spell it very slowly while she was writing the name of each insect on a big display poster board. In fact, when the picture of a *dragon-fly* came up, a student was quick to point out that the first part of this name was the same in Spanish. After each insect was spelled correctly, she would have the students read it aloud. Afterwards, her assistant used a calendar of insect pictures to have the students once again identify the names and review the new ones or least known, such as the *praying-mantis*. Afterwards, the students went to their assigned groups and they were asked to agree on one insect (probably their favorite), choose a book from the many available, and use it if necessary for reference to draw one. They were challenged to use different sizes, colors, and details although several students in the group would be drawing the same insect.

# APPENDIX C

**Data Collection and Evaluation Schedule**
**Dual Language Program**

| *Date* | *Instrument* | *Person Responsible* |
|---|---|---|
| August | • Report student information | Dual language teachers |
| | • Administer LAS in English and Spanish to K-5 dual language students | Dual language teachers |
| | • Administer LAS in English to all native English speakers in all K-5 monolingual classes | Classroom teachers and assistants |
| | • Administer LAS Spanish to all native Spanish speakers in K-5 monolingual classes | Classroom teachers and assistants |
| September | • Administer Pre *Supera* test to all dual language students | Dual language teachers |
| | • Administer Pre *TerraNova* Test to all students in monolingual classes | Classroom teachers |
| | • Interview Advisory Board | Evaluator |
| October | • Parent Survey | Coordinator and all teachers |
| November | • Dual language student interviews (socio-gram) | Evaluator |
| | • Interview Advisory Board | Evaluator |
| December | • Adult education evaluations | Coordinator and instructors |
| January | • Parent Focus Groups | Coordinator and evaluator |
| February | • Classroom observations | Evaluator, Coordinator |
| | • Interview Advisory Board | Evaluator |
| | • Parent Focus Groups | Evaluator, Coordinator |
| March | • Administer ITBS | Principal |
| | • Administer Post *Supera* test to all dual language students | Dual language teachers |
| | • Administer Post *TerraNova* test to all students in monolingual classes | Classroom teachers |
| | • Conduct additional classroom observations if necessary | Evaluator |
| | • Record *Spanish Rubrics for Writing and Speaking Spanish* for students in dual language program | Dual language teachers |
| | • Record *English Rubrics for Writing and Speaking* for students in dual language program | English language development teachers |
| | • Record schools' *Statistical Profile* information | Coordinator |
| | • Administer 5th grade Spanish test to all students in 5th grade | Fifth grade teachers |
| | • Administer LAS in English and Spanish to students in K-5 dual language classes | Dual language teachers |
| | • Administer LAS in English to students in K-5 monolingual classes | Classroom teachers and assistants |
| | • Administer LAS in Spanish to Native Spanish-speakers in K-5 monolingual classes | Regular teachers and assistants |
| | • Interview Advisory Board | Evaluator |

APPENDIX D

Training provided to staff

| Date | Training | Hours | Participants | Fund |
|---|---|---|---|---|
| July 2000 | "Aims" Science | 30 | 3 certified | Title II<br>Title VII |
| July 2000 | Dual Language | 6 | 6 certified | Title VII |
| July 2000 | Core Knowledge | 30 | 10 certified<br>2 support | District<br>Title VII |
| August 2000 | English Language Development | 12 | 10 certified<br>4 support | Title VII |
| September 2000 | Front Page (technology) | 6 | 7 certified | District<br>Title VII |
| October 2000 | Great Expectations | 30 | 2 certified | Title VII<br>District |
| October 2000 | TechMasters (technology) | 30 | 2 certified | State |
| October 2000 | Know-It Reading | 6 | 4 certified | Title VII |
| September-May 2000 | Spanish Conversation | 50 | 12 certified<br>3 support | Title VII<br>Title VI |
| September-May 2000 | Effective Schools | 40 | 18 certified<br>8 support | CSRD Grant |
| November-January 2000 | Literacy First | 30 | 8 certified | District |
| November 2000 | Tom Snyder (technology) | 6 | 6 certified | Title VII |
| January-April 2000 | Compass, Accelerated Reader and other Technology | 12 | 30 certified<br>6 support | District |
| January – May | Teaching Children from Poverty | 12 | 9 certified | Title VII<br>District |
| January-May | Train the Trainer District Certification | 30 | 5 certified<br>1 classified | District |
| July-May 2000 | College Courses ESL Master Program | Total of 38 credit hour classes | 5 certified | Title VII |
| July-May 2000 | Spanish Cert. Program | Total of 12 credit hour classes | 4 certified | Title VII<br>Title VI |
| July-May 2000 | General Education Courses | Total of 38 credit hour classes | 3 support | Title VII |

APPENDIX E

**Professional Development Teacher Survey**

An informal survey was conducted to measure teacher perception of the value regarding professional development activities. A total of 70 surveys were distributed to Wheeler and Shidler staff (i.e., educators, administration, support personnel, etc.) Thirty-nine surveys were returned from Wheeler Elementary personnel and 21 from Shidler Elementary personnel. Demographics of the returned surveys were as follows in Table 1.

Table 1. Surveyed teacher demographics

| AREA OF SPECIALITY | # WHEELER RESPONDENTS | # SHIDLER RESPONDENTS |
|---|---|---|
| Pre-K – K | 6 | 1 |
| First Grade | 2 | 2 |
| Second Grade | 3 | 2 |
| Third Grade | 3 | 3 |
| Fourth Grade | 4 | 2 |
| Fifth Grade | 1 | 0 |
| Other* | 11 | 11 |

* Includes administrative staff, special education, assistants, custodians, etc.

Surveys revealed teachers received a total of 3,545 hours of professional development training. Of these hours, 60% (2,072) were staff from Wheeler Elementary. Respondents indicated the most attended training was Effective School (922 hours), with 260 hours spent in Great Expectations, 240 hours in Compass, 179 hours of training *in LAS*, and 128 hours in literacy.

Two of the most noted ways in which the training was implemented were through the use of technology and implementation of the Spanish in the classroom. Respondents indicated they used the technology to make presentations, maintain inventory, provided ESL teaching strategies. Over 28% of the respondents used the training to implement the new technology, and 18.9% indicated they implemented their Spanish training in the classroom. Table *2* notes how each school's educators implemented the training into the classroom.

Table 2. Educators' implementation of training into the classroom

| ACTION IMPLEMENTED | WHEELER | SHIDLER |
|---|---|---|
| Alternative assessment strategies | 1 | 1 |
| Administering of LAS test | 1 | -- |
| Cooperative learning | -- | 1 |
| ESL teaching strategies | 8 | 11 |
| Math and language skills Language development | 5 | -- |
| Parent involvement | -- | 2 |

| | | |
|---|---|---|
| Problem solving | 2 | -- |
| Reading | -- | 4 |
| Software programs and computer technology; internet | 11 | 10 |
| Spanish | 9 | 5 |
| Story telling | 3 | -- |

In this same survey respondents were asked, "How has the school culture changed since the implementation of the dual language program?" As indicated in *Table 3*, 45% stated that the climate has become "Very Positive". Educators believed that native Spanish speaking children now feel more comfortable to learn and are not ashamed to speak their language. Another noted effect was the blending and understanding by both native Spanish and English speaking children regarding each other's culture. A key noted effect was that parent involvement seemed to have increased with the addition of the dual language program. Table 3 provides a description of how the culture has been affected.

Table 3. School culture changed

| CULTURE CHANGE | WHEELER | SHIDLER |
|---|---|---|
| No Change...possibly in the future | 1 | 1 |
| Hispanic children are shown more respect, appear more confident, and are learning more | -- | 3 |
| Lack of positive support from the district | -- | 1 |
| Negative...lack of district support | -- | 2 |
| Parents more involved and are coming to school | 6 | 3 |
| Very positive | 9 | 14 |
| Students learning Hispanic and Anglo culture...increased awareness of diversity | 4 | 1 |
| Students learning more in their own language | 1 | 2 |
| Teachers are more knowledgeable as to how languages are learned | -- | 1 |

Respondents were asked about any additional training that they desired. Of the 24 who completed this information:

- 12.5% stated they need more training in parent involvement
- 12% needed more training in the technology/software/internet related issues
- 12% felt more training was needed in Spanish language and culture.

APPENDIX F

## Strategies for Teaching Language Learners: Observation Checklist

**Teacher** _____ **Date** _____
**School** _____ **Observer** _____
**Grade Level** _____ **Lesson Observed** _____
**Number of Students** _____ **Start** _____ **Finish** _____

**Directions: Place a check mark for Observed (O), Not Observed (NO), or Not Applicable (NA) for each section and number.**

| **A. Comprehensible Input and Output** | **O** | **NO** | **NA** |
|---|---|---|---|
| 1. Uses contextual references (visuals, realia). | ____ | ____ | ____ |
| 2. Implements listening activities to assist students in developing the sounds of language. | ____ | ____ | ____ |
| 3. Allows for an initial listening (or "silent") period for students at the pre-production level. | ____ | ____ | ____ |
| 4. Uses a variety of questioning strategies and activities to meet the needs of individuals at varying stages of language acquisition. | ____ | ____ | ____ |
| 5. Exposes students to higher levels of comprehensible language. | ____ | ____ | ____ |
| 6. Links new vocabulary and language to previously learned information. | ____ | ____ | ____ |
| 7. Provides activities and opportunities for increased student talk as students develop English. | ____ | ____ | ____ |
| 8. Taps into and accesses students' prior knowledge. | ____ | ____ | ____ |
| **B. Negotiation of Meaning** | | | |
| 1. Monitors student comprehension through interactive means such as checking for comprehension and clarification, utilizing questioning strategies, having students paraphrase, define, and model. | ____ | ____ | ____ |
| 2. Modifies instruction as needed using strategies such as scaffolding, expansion, demonstration, and modeling. | ____ | ____ | ____ |
| 3. Encourages students to communicate in the language of instruction, using familiar vocabulary and structures. | ____ | ____ | ____ |
| 4. Modifies teacher-talk to make input comprehensible. | ____ | ____ | ____ |
| 5. Uses extra-linguistic clues (e.g., gestures, facial expressions) to emphasize or clarify meaning. | ____ | ____ | ____ |
| 6. Matches language with experience. | ____ | ____ | ____ |
| 7. Models the language with natural speech and intonation. | ____ | ____ | ____ |
| 8. Provides opportunities for students to use English with varied audiences and for a variety of purposes. | ____ | ____ | ____ |
| 9. Verifies that all students comprehend before moving on. | ____ | ____ | ____ |
| **C. "Sheltered " Content Instruction** | | | |
| 1. Modifies the language input according to the needs of the students (e.g., rate of speech, added definitions and examples, controlled vocabulary, and careful use of idioms). | ____ | ____ | ____ |
| 2. Reviews main topic and key vocabulary and ideas. | ____ | ____ | ____ |
| 3. Checks frequently for understanding. | ____ | ____ | ____ |

| | O | NO | NA |
|---|---|---|---|
| 4. Bridges new "unknown" material to "known"--what students have already learned. | ____ | ____ | ____ |
| 5. Organizes instruction around themes and content appropriate to students' grade level. | ____ | ____ | ____ |
| 6. Engages students in active participation activities and responses. | ____ | ____ | ____ |
| 7. Integrates culture and content instruction. | | | |
| 8. Uses added resources and strategies to help students access core curriculum. | ____ | ____ | ____ |
| **D. Thinking Skills** | | | |
| 1. Asks questions, gives directions, and generates activities to advance students to higher levels of thinking (from recalling to evaluating). | ____ | ____ | ____ |
| 2. Elicits student questions and encourages them to support their answers. | ____ | ____ | ____ |
| 3. Allows ample wait time after asking questions. | ____ | ____ | ____ |
| 4. Guides students through learning using varied groupings and configurations. | ____ | ____ | ____ |
| **E. Error Correction** | | | |
| 1. Practices sensitive error correction, focusing on errors meaning rather than form. | ____ | ____ | ____ |
| 2. Accepts appropriate student responses. | ____ | ____ | ____ |
| 3. Encourages taking risks in the language of instruction. | ____ | ____ | ____ |
| 4. Develops classroom activities to address recurring or systematic errors. | ____ | ____ | ____ |
| 5. Allows for flow of uninterrupted student thought. | ____ | ____ | ____ |
| **F. Classroom Climate** | | | |
| 1. Uses relevant material. | ____ | ____ | ____ |
| 2. Displays of student work are evident. | ____ | ____ | ____ |
| 3. Utilizes (and demonstrates respect for) students' home language and culture. | ____ | ____ | ____ |
| 4. Nurtures a positive climate. | ____ | ____ | ____ |
| 5. Rewards attempts at language. | ____ | ____ | ____ |

**Comments:** _____